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ABSTRACT

This curriculum guide outlines a proposed four or five hour course, English 204, at the Meramec Campus of St. Louis Community College. The guide delineates the course, giving information on: (1) Goals, Objectives, and Background Notes; (2) Activities, Teaching Strategies, Assignments; (3) Readings and Notes; (4) Additional Sources; (5) Audio-Visual Materials; and (6) Evaluations. The curriculum guide follows one that begins with the study of American literature with Native American literature and the oral tradition, which explores, in part, the encounter with Europeans from the Native point of view. The purpose of the guide is to use the "encounter"--between the Spanish (primarily in the Southwest and Florida) and the Native Americans--to introduce major themes in American literature. These include: the Spanish "American Dream" manifested in the spread of Catholicism and the search for gold; the transformation and conquest of Native cultures by Europeans; and the fact that the United States was a diverse culture from the beginning and that its literature was multi-vocal from the start. (NKA)

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ED 435 099

St. Louis Community College - Meramec Campus
Global Studies Curriculum Development

Curriculum Module Title:

American Literature Before 1865: the Spanish Exploration and Discovery Documents

Course: American Literature Before 1865 (ENG 204)

Time: Four-five hours

Professor Mary Angelides, English Department

Contents:

1. Goals, Objectives and Background Notes
2. Activities, Teaching Strategies, Assignment
3. Readings and Notes
4. Additional Sources
5. Audio-visual Materials
6. Evaluations

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CS 216 921

Module - Spanish Explorers 2

I. Goals, Objectives, and Background:

This curriculum module follows one that begins the study of American literature with Native American literature and the oral tradition which explores, in part, the encounter with Europeans from the native point of view. A major focus will have been the creation stories and the religious connection many Native Americans had with the land.

Also, during the previous two weeks I have led the discussion and given students tips on critical reading and textual analysis. During this module they will have the opportunity to practice those techniques in small groups and present conclusions to the class, thus assuming responsibility and ownership of the course.

Following this module on the Spanish exploration and discovery literature, we will explore the Puritans.

My purpose in this module is to use the "encounter"--between the Spanish (primarily in the Southwest and Florida) and the Natives Americans--to introduce major themes in American literature:

- the Spanish "American Dream" manifested spiritually in the spread of Catholicism and materially in the search for gold and the possession of new lands
- the transformation and conquest of native cultures by Europeans, often including extermination, enslavement, and dispossession
- that the United States was a diverse culture from the beginning and that the literature was multi vocal from the start: Spanish, French, Dutch, and later English, as well as the Native American oral tradition explained in the previous module

More specifically student objectives include:

- to read and examine early records of exploration to determine the dreams, aspirations, and purpose of the Spanish explorers of the 16th and 17th centuries
- to understand and explain the role of the Catholic church via the early missions and the encomienda system

- to develop critical reading and thinking skills by writing summaries and discussing narrative passages and poems
- to contrast the Spanish explorers' view of events with those of Native Americans
- to work collaboratively in groups to deepen understanding of the exploration and travel literature, a major prose form of the 16th and 17th centuries
- to place events in accurate historical and chronological context by using time lines and maps

Throughout this curriculum module I will rely heavily on maps, slides, time lines to give students a sense of time, place, and context. Also I will stress how language is used to accommodate and assimilate cultures. For example, because the Spanish language lacked words for various aspects of the new world, the explorers and writers had to describe phenomena by adopting native names and , conversely, renaming things in Spanish, such as the land.

Much of Spanish-American literature was at first a "record" (describing the land, flora, fauna, etc.) and then "justification"--not merely a record of this "new" world but often an exaggeration of the splendors therein to acquire additional funds from the Spanish crown and others to support further exploration and church expansion.

Significant historical events and notes:

1492 - Columbus; Haiti and Caribbean

1493 - Papal Bull: aim to Christianize Native Americans rather than enslave them, which prevented open aggression against native populations

1494 - Pact between Portugal and Spain: agree to give Spain complete dominion in the Americas except for Brazil (as well as Africa) which was reserved for Portugal

1513 - Ponce de Leon; Florida
Balboa; Pacific

1520s - Cortez; Mexico, Aztecs

Cabrillo; California coast
Coronado; Southwest

1539 - De Soto; Mississippi River

1542 Spanish law forbidding enslavement of Native Americans (worked against b[illegible] who became the target of the slave trade); establishment of encomienda s[illegible]

- encomienda system: no slaves, but natives were required to pay tribute to local conquistadors, thus to the mid-16th century, this system enabled native labor to substitute for slave labor to Europeans (widely practiced throughout Latin America)

1680 - Pueblo revolt; forced labor and forced religious practices led to revolt; Hopi, Zuni, Tewa and others kill 21 missionaries & 400 colonists; surrounded Sante Fe and governor's palace. . .

- missionaries and missions: missionary activity competed with colonizers; Franciscan, Dominican, Augustinian, and later Jesuit missionaries tried to eradicate native religious practices--thus conversion and complete education and hispanization of native society was their goal. Not totally successful in eradicating practices and settled on sacramental instruction. Establishment of missions (or congregacion) apart from native settlements was the system from the 1500s to 1800s; from St. Augustine, FL to the Southwest and California

- Additional information is located in a packet on missions provided by Professor Theodore Finkelston, History Dept., St. Louis CC-Meramec. It includes maps, slides, notes, etc.

2. Activities, Teaching Strategies, Assignments:

a) Introduce the current relevance of some of the conflicts between the Spanish and Native Americans of the 16th and 17th centuries with articles from *The New York Times*:

- Brooke, James. "Conquistador Statue Stirs Hispanic Pride and Indian Rage," 9 Feb. 1998: A10

- Brooke, James. "Hot Issue in Northern New Mexico: Fine Print of an 1848 Treaty," 19 Feb. 1998: A10

These articles not only illustrate the lasting affects of the encounter but also help connect the previous module to the new one.

b) Have all students read the Yuchi "Creation of the Whites" (see Readings section)

c) The collaborative assignment is the primary strategy during this module (see attached assignment sheet and Readings section)

d) Time line activity (on going throughout the semester): Each class period a time line is drawn on the board or on an overhead transparency of the century we are working on. For review of the last class I usually have a student (historian) place the events of the last few classes on the time line; then students add events and literature from the current day's presentations and discussions.

e) Each collaborative group starts by not only placing their reading on the time line but also must bring a map (or overhead sketch) of the area covered by the expedition or other events.

f) Slide, map, and video presentations:

--Southwest slides, New Mexico/Arizona areas discussed in the readings (in my private collection from my recent sabbatical)

--St. Augustine, Florida maps and slides (in my collection from visit to St. Augustine)

--Video on *The National Monuments of New Mexico* (SLCC)

g) Missions: (see Prof. Finkelston's packet,) pamphlet on California Missions, St. Augustine.

COLLABORATIVE ASSIGNMENT

Spanish Exploration and Discovery Literature

During the next three class periods you will have an opportunity to read and explore the records left by the Spanish during the 16th and 17th centuries. As literary historians you will be given a different set of documents to summarize, analyze and discuss, and then present your findings to the class.

Each group must carefully read the documents before class with a one-page, typed summary of the events and be ready to discuss the following questions:

- what area is described and when
- what was the purpose of the trip and/or document
- describe the encounter with the natives
- give examples of phrases that glorify or embellish the environment and/or difficulties the new land caused
- summarize any references to religion; how do these attitudes compare to those of the Yuchi in "Creation of the Whites" on pages 115-6

Take notes during your discussion; then organize your presentation to the class (about 10 minutes) with everyone in the group making some part of the presentation. Perhaps each person could take one of the discussion questions and/or summary; whoever takes question one must bring some type of map or drawing of the area covered and place the events on a time line. Your presentation must include a brief summary and conclusions about the five questions above as well as any additional information you feel necessary for a full understanding.

Evaluation:

Your typed summaries are due on the first day of discussion. The summary and your oral presentation will be evaluated by me and given 10-15 points (to be included with your quiz points) depending on the quality of your work.

3. Readings and Notes:

Course text: ***The Heath Anthology of American Literature,* Vol. 1.**
Eds. John Alberti and Randall Bass. Houghton Mifflin, 1998
(third edition). Readings and page numbers refer to this edition.

a) Begin with "Creation of the Whites" (Yuchi) pp. 115-6

All students read this short selection to show connections between the previous module and the current one.

The Yuchi called themselves "offspring of the Sun" because of their emergence story; their origins being from the sun. All others emerged "from a descending order of nature"--sun, sky, moon, sea, ashes, eggs, plants. Whites came from across the sea and thus came from sea foam. Whites came several times by boat and were given land by the Yuchi who were native to the Southeast US. Major points:

- cultural inferiority of the Whites
- importance of the "gift", the land
- trust on the part of the natives

This selection makes an interesting contrast to the views of the Spanish expressed in the following readings which will be assigned to different groups for the collaborative project (see assignment sheet).

Additional selection (option): "How America Was Discovered" (pp. 182-84) by Handsome Lake, a Seneca chief in the League of the Iroquois. Although this 1799 vision comes later chronologically, it is short enough to add an ironic selection to compare with the Spanish view of the discovery.

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b) Group assignment: *Journal of the First Voyage to America* (1492-1493) pp. 116-25 by Christopher Columbus abstracted from journal by Bartolome de Las Casas.

The first voyage (Oct. 12, 1492 landed) on the island of San Salvador, then to Bahamas, Cuba, Haiti (Hispaniola). Second voyage (Sept. 1493) brought him to Puerto Rico, Jamaica, Cuba, Virgin Islands, and Lesser Antilles. Third and fourth voyages, Trinidad and South America but never reached Florida--thought he had

found the Garden of Eden; but never the gold he sought. Thought he found the Indies. His account reveals the uncertainty of the lands discovered.

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c) Group assignment: *Relation of Alvar Nunez Cabeza de Vaca,* pp. 128-40 by Cabeza de Vaca.

Notes: New world man, the new American, no longer Spanish, not a native but a hybrid ("mestiso voice"). He narrates the process of becoming something new. His chronicle is one of self-justification; failed journey and captured by natives. He was part of the Narvaez ill-fated expedition to explore the Gulf 1528-29; de Vaca was similar to an auditor and legal consultant to make sure the expedition met with Spanish law. He was separated from the main group when they left Florida for Texas (lost near the mouth of the Mississippi River) and shipwrecked; only four survived; enslaved by the Indians for years; escaped and took off for the Southwest and Mexico, then finally to Spain. He learned to adjust and adapt to a culture he had once deplored; when found again he is neither welcome among the Native Americans nor the Spanish. His chronicle reads like a conversion tale, stripped of all but his faith; takes the form of **hagiography** (life of a saint).

He combined religious practices from Native Am. customs and Catholic prayers, healed the sick, prayed; thus his failure turns into a spiritual success. Because of his knowledge of Native Am. customs he was given the governorship of Paraguay. His experience can also be looked at as a immigrant's tale where he had to learn new language and customs, thus forging a new identity and making a successful assimilation between his Spanish past and American experience.

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d) Group assignment: "Letter to Philip II" (October 15, 1565) and "To a Jesuit Friend" (October 15, 1566) pp. 147-155 by Pedro Menendez de Aviles, 1519-1574

Notes: Purpose to colonize Florida (they thought it extended from Newfoundland to New Mexico) and expel the Huguenots who threatened the Spanish trade route. In 1565 he arrived at the St. Johns River (northern Florida) surprising the French garrison at Ft. Caroline (renamed Ft. Mateo). Aviles founded St. Augustine, the oldest European city, and established a fort there to protect the Spanish trade route south to the Caribbean. Philip II ordered Aviles to eliminate the French from Florida. Large land grant made to his family in perpetuity, thus the system of

displacement of other cultures begins. His influence reached up to the Carolinas and as far as the Chesapeake and west to Tallahassee with the establishment of missionaries, but he did not have enough resources and people to hold this large area, except for St. Augustine. His letter to Philip describes the battle with the French, and the other letter to a Jesuit friend appeals for additional Jesuits to help accomplish the expansion of the church; he already has one major financial investor.

Additional mini-lecture option: Give students a short lecture on the French in the Southeast and their role in exploration--Samuel de Champlain, 1570-1635, along the St. Lawrence; Rene de Laudonniere, 1562-1582, voyages into Florida. French Protestants were engaged in a religious war with the Catholic crown 1562-98. The Huguenots Aviles mentions in his letters were Calvinists (presbyterians) and not Lutherans.

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e) **Group assignment: (two related readings)**

A Relation of the Reverend Father Fray Marcos de Niza, Touching His Discovery of the Kingdom of Cueola or Cibola [Zuni pueblo]**...pp.156-9**
by Fray Marcos de Niza, (1495?-1542)

and

***The Narrative of the Expedition of Coronado,* pp. 159-162**
by Pedro de Casteneda, (1510?-1570?)

Notes: On the early exploration of Cabeza de Vaca's journey to the New Mexico area, the viceroy of New Spain in Mexico City sent Fray Marcos to explore the area around the Zuni pueblos (Cibola). Fray Marcos tries to justify his expedition, which had found no gold, by making assurances that the mythical Seven Cities of Cibola do exist--excellent example of the rhetoric of the dream of wealth. His narrative was so successful that the viceroy later sends Coronado to find the cities of gold, who finds the extraordinary pueblos but no gold; Fray Marcos loses face with Coronado, etc.

Castenada's narrative details the huge Coronado expedition. They take Fray Marcos with them and when they reach Cibola and find no gold, he is sent back to Mexico City, but Coronado continues the search north and east to Kansas led by an Indian called the Turk who said the city of Quivira was the city of their dreams. Areas covered include the coast of California, the Southwest, Texas, Oklahoma, Kansas.

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f) Group assignment: *The History of New Mexico (1610)* pp. 162-72)
by Gaspar Perez de Villagra, (1555-1620)

Notes: Epic poem in 34 cantos (Cantos I and XXX only in our selection) heralding the heroic and triumphant march, attack and defeat of the Acoma by the Spanish crown and the Catholic church (compared to Virgil's *Aenead*). It describes the expedition of Juan de Onate 1598-1608 from San Juan Pueblo north of Santa Fe west to Acoma pueblo and west to Zuni and Hopi lands, establishing settlements along the way.

Canto I - Highlights the Onate's purpose and the area covered

Canto XXX - Highlights the battle with the Acoma, who originally were friendly when Coronado came 60 years earlier. Ironically, 60 years later we have the Pueblo Revolt

Suggestions: Opportunity for oral interpretation of literature for group if so inclined; dramatic reading?

4. Additional Sources:

Text: *The Heath Anthology of American Literature,* Vol. 1. Eds. John Alberti and Randall Bass. Houghton Mifflin, 1998 (third edition). Additional information can be found in the introductory sections to the exploration and discovery sections written by Carla Mulford (Penn. State Univ.) and Juan Bruce-Novoa (Univ. of California, Irvine).

Bruce-Novoa, Juan. "Shipwrecked in a Sea of Significance," *Reconstruction Our Past.* Ed. Maria Sobek. Univ. of California, Irvine, 1993. Excellent current analysis of Cabeza de Vaca and other explorers.

Turner, Frederick W. *Beyond Geography: The Western Spirit Against the Wilderness,* 1980. Helpful in understanding the concept of Manifest Destiny, the American dream, etc.--a classic. Information also on Cabeza de Vaca and others.

Winn, Peter. *Americas.* Univ. of California Press, 1992. The first two chapters, "A View from the South," and "Legacies of Empire" are excellent background on the history of the Americas and the encounter of Europeans with the indigenous cultures.

***The New York Times* articles (see page 5)**

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5. Audio-visual Materials: Most of these materials can be found in my office, CN 211. I will be happy to share them with colleagues if contacted a week in advance.

- Map of early St. Augustine, Florida
- Slides, posters, and pictures of the Southwest and St. Augustine
- Missions: packet from history Prof. Theodore Finkelston (SLCC) includes maps, notes, and slides of San Antonio area missions (available from TF)

Video: ***The National Monuments of New Mexico.* RCM Pictures, Cortez, CO. Distrib. INTERpark, c1990.** Available in Learning Lab, SLCC-Meramec: 978.9,N2771

6. Evaluation:

Essay exam questions:

- a) Explain the purpose of the Spanish in America as revealed in three pieces of exploration and discovery literature.
- b) Contrast the views of the the Native Americans and the Spanish of the encounter as revealed in three pieces of literature we have read.

Quiz points for collaborative assignment (see assignment sheet).